

Mr. McCONNELL. Mr. President, I further ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table with no intervening action or debate.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 252) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in the RECORD of June 19, 2019, under "Submitted Resolutions.")

RESOLUTIONS SUBMITTED TODAY

Mr. McCONNELL. Mr. President, I ask unanimous consent that the Senate now proceed to the en bloc consideration of the following Senate resolutions, which were submitted earlier today: S. Res. 346, S. Res. 347, S. Res. 348, and S. Res. 349.

There being no objection, the Senate proceeded to consider the resolutions en bloc.

Mr. McCONNELL. Mr. President, I know of no further debate on the resolutions.

The PRESIDING OFFICER. If there is no further debate, the question is on agreeing to the resolutions en bloc.

The resolutions were agreed to.

Mr. McCONNELL. Mr. President, I ask unanimous consent that the preambles be agreed to and the motions to reconsider be considered made and laid upon the table, all en bloc.

The PRESIDING OFFICER. Without objection, it is so ordered.

The preambles were agreed to.

(The resolutions, with their preambles, were printed in today's RECORD under "Submitted Resolutions.")

RESOLUTIONS SUBMITTED TODAY

Mr. McCONNELL. Mr. President, I ask unanimous consent that the Senate now proceed to the en bloc consideration of the following Senate resolutions, which were submitted earlier today: S. Res. 350, S. Res. 351, S. Res. 352, S. Res. 353, S. Res. 354, and S. Res. 355.

There being no objection, the Senate proceeded to consider the resolutions en bloc.

Mr. McCONNELL. I ask unanimous consent that the resolutions be agreed to, the preambles, where applicable, be agreed to, and that the motions to reconsider be considered made and laid upon table, all en bloc.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolutions (S. Res. 350, S. Res. 351, S. Res. 352) were agreed to.

The preambles were agreed to.

(The resolutions, with their preambles, are printed in today's RECORD under "Submitted Resolutions.")

The resolution (S. Res. 353) was agreed to.

(The resolution is printed in today's RECORD under "Submitted Resolutions.")

The resolutions (S. Res. 354 and S. Res. 355) were agreed to.

The preambles were agreed to.

BUILDING BLOCKS OF STEM ACT

Mr. McCONNELL. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of Calendar No. 180, S. 737.

The PRESIDING OFFICER. The clerk will report the bill by title.

The senior assistant legislative clerk read as follows:

A bill (S. 737) to direct the National Science Foundation to support STEM education research focused on early childhood.

There being no objection, the Senate proceeded to consider the bill.

Mr. McCONNELL. I further ask unanimous consent that the Rosen-
Capito substitute be agreed to, and the bill, as amended, be read a third time.

The PRESIDING OFFICER. Without objection, it is so ordered.

The amendment (No. 944) in the nature of a substitute was agreed to, as follows:

(Purpose: In the nature of a substitute)

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Building Blocks of STEM Act".

SEC. 2. FINDINGS.

Congress finds the following:

(1) The National Science Foundation is a large investor in STEM education and plays a key role in setting research and policy agendas.

(2) While studies have found that children who engage in scientific activities from an early age develop positive attitudes toward science and are more likely to pursue STEM expertise and careers later on, the majority of current research focuses on increasing STEM opportunities for middle school-aged children and older.

(3) Women remain widely underrepresented in the STEM workforce, and this disparity extends down through all levels of education.

SEC. 3. SUPPORTING EARLY CHILDHOOD AND ELEMENTARY STEM EDUCATION RESEARCH.

In awarding grants under the Discovery Research PreK-12 program, the Director of the National Science Foundation shall consider the age distribution of a STEM education research and development project to improve the focus of research and development on elementary and prekindergarten education.

SEC. 4. SUPPORTING FEMALE STUDENTS IN PREKINDERGARTEN THROUGH ELEMENTARY SCHOOL IN COMPUTER SCIENCE EDUCATION.

Section 305(d) of the American Innovation and Competitiveness Act (42 U.S.C. 1862s-5(d)) is amended by adding at the end the following:

"(3) RESEARCH.—As a component of improving participation of women in STEM fields, research funded by a grant under this subsection may include research on—

"(A) the role of teacher training and professional development, including effective incentive structures to encourage teachers to participate in such training and professional development, in encouraging or discouraging female students in prekindergarten through elementary school from participating in STEM activities;

"(B) the role of teachers in shaping perceptions of STEM in female students in pre-

kindergarten through elementary school and discouraging such students from participating in STEM activities;

"(C) the role of other facets of the learning environment on the willingness of female students in prekindergarten through elementary school to participate in STEM activities, including learning materials and textbooks, seating arrangements, use of media and technology, classroom culture, and composition of students during group work;

"(D) the role of parents and other caregivers in encouraging or discouraging female students in prekindergarten through elementary school from participating in STEM activities;

"(E) the types of STEM activities that encourage greater participation by female students in prekindergarten through elementary school;

"(F) the role of mentorship and best practices in finding and utilizing mentors; and

"(G) the role of informal and after-school STEM learning opportunities on the perception of and participation in STEM activities of female students in prekindergarten through elementary school."

SEC. 5. SUPPORTING FEMALE STUDENTS IN PREKINDERGARTEN THROUGH ELEMENTARY SCHOOL IN COMPUTER SCIENCE EDUCATION.

Section 310(b) of the American Innovation and Competitiveness Act (42 U.S.C. 1862s-7(b)) is amended by adding at the end the following:

"(3) USES OF FUNDS.—The tools and models described in paragraph (2)(C) may include—

"(A) offering training and professional development programs, including summer or academic year institutes or workshops, designed to strengthen the capabilities of prekindergarten and elementary school teachers and to familiarize such teachers with the role of bias against female students in the classroom;

"(B) offering innovative pre-service and in-service programs that instruct teachers on female-inclusive practices for teaching computing concepts;

"(C) developing distance learning programs for teachers or students, including developing curricular materials, play-based computing activities, and other resources for the in-service professional development of teachers that are made available to teachers through the Internet;

"(D) developing or adapting prekindergarten and elementary school computer science curricular materials that incorporate contemporary research on the science of learning, particularly with respect to female inclusion;

"(E) developing and offering female-inclusive computer science enrichment programs for students, including after-school and summer programs;

"(F) providing mentors for female students in prekindergarten through elementary school to support such students in participating in computer science activities;

"(G) engaging female students in prekindergarten through elementary school, and their guardians (if such communication takes place on school premises during otherwise-scheduled conferences or formal conversations between teachers and guardians) about—

"(i) the difficulties faced by female students with regard to maintaining an interest in participating in computer science activities; and

"(ii) the potential positive career benefits of engaging in such activities;

"(H) acquainting female students in prekindergarten through elementary school with careers in computer science and encouraging such students to consider careers in the computer science field; and